

# Camden City Public Schools Read 180 Handbook



## Committee Members:

Mary Crismond- Davis Elementary School

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## **Camden City Public Schools Mission Statement**

Camden City Public Schools maintains that academic success and student achievement through rigorous teaching and learning, and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society. We will build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.

***"Take It To The Limit: Exceed Beyond The Standards of Excellence and High Expectations...No Excuses!"***

## **Camden City Public Schools READ 180 Mission Statement**

READ 180 strives to turn the lives of struggling readers around by giving them resources, through structured engagement and scaffolding, which in turn gives them confidence in reading. READ 180 relies upon research-based strategies as well as confidence building activities to facilitate this desired change. As our society evolves, more emphasis is placed upon improving and enhancing literacy. In order to better prepare our struggling readers for the future, it is time for a shift in the paradigm of literacy instruction.

## **READ 180 PROGRAM OVERVIEW**

READ 180 is a comprehensive intervention program designed to meet the needs of students who are reading below grade level. It is a program based upon scientific research with proven results. READ 180 provides intense reading, writing, and vocabulary instruction. The program utilizes Topic Software which allows the student to learn at their level, and provides the teacher with specific data in order to drive instruction. READ 180 provides various and specific ongoing assessments in each component of the program allowing the teacher to provide immediate differentiated instruction in order to meet each student's needs.

READ 180 is based upon a 90 minute instructional model. The students first receive 20 minutes of Whole Group Instruction. During this time, instruction is provided in the areas of reading, writing, and vocabulary. These lessons may come from the teacher's manual/rBook, or they may be intervention lessons in order to meet the needs of students.

During the next 60 minutes of READ 180, students break into three small-group rotations. Each student rotates through all three stations, spending 20 minutes at each. The three stations include Small-Group Instruction, Modeled and Independent Reading, and Instructional Software.

- **Small-Group Instruction:** During this rotation, a small group of students work with the teacher to reinforce or practice reading and writing skills.
- **Instructional Software:** Students use the READ 180 Topic Software to independently practice reading, reading comprehension, vocabulary, and spelling skills.
- **Modeled and Independent Reading:** Students read and respond to literature on their individual reading levels. During this time, they will build fluency and strengthen reading comprehension skills.

The final ten minutes of the lesson is a Whole-Group Wrap-Up. This final session allows for daily reflection, skill reinforcement, and group sharing.



## READ 180 Key Personnel

The implementation of READ 180 is fully supported by the superintendent and assistant superintendents of the Camden City School District. READ 180 implementation is lead by the Office of Elementary Curriculum and Instruction under the direction of Dr. Eileen Rock. All district level READ 180 activities are coordinated by Christie Whitzell, the Language Arts Supervisor for kindergarten through fifth grade. She works directly with all READ 180 teachers and the Scholastic Program Manager to provide classroom support on a monthly basis.

### **Contact Information:**

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The Camden City School District's Office of Technology is an integral part of READ 180 Implementation. They troubleshoot all software and hardware related issues. The Office of Technology in collaboration with building based technology coordinators ensure that the technology based component of READ 180 runs smoothly every day.

If a technology based issue arises, READ 180 teachers should contact the technology coordinator in their building and request that a Scholastic Trouble Tracker be submitted.

It is with the Office of Technology's continued support and expertise that our READ 180 students are able to access the software component of the Instructional Model each day.

## Suggested Read 180 Schedules

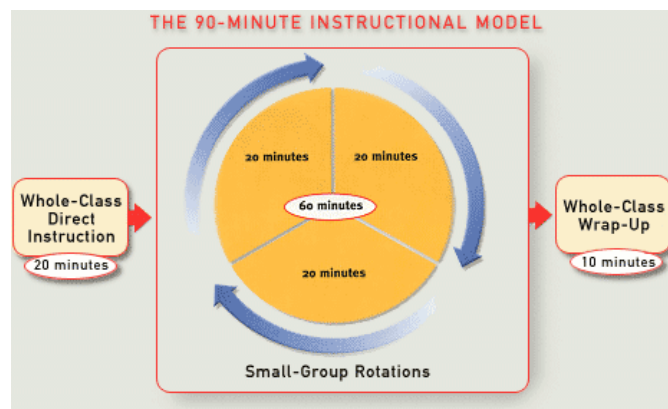
### 90 Minute READ 180 Block Schedule

- 20 minutes of Whole-Group Instruction
- 60 minutes of Small-Group Rotations
  - 20 minutes of Small-Group Instruction
  - 20 minutes of Modeled and Independent Reading
  - 20 minutes of Instructional Software
- 10 minutes of Whole-Group Wrap-Up

\*Students who are in a Read 180 classroom do 100 Book Challenge and Conferencing with their homeroom teacher, but receive one step during Modeled and Independent Reading.

### 120 Minute Literacy Schedule

- 20 minutes of Whole-Group Instruction
- 60 minutes of Small-Group Rotations
  - 20 minutes of Small-Group Instruction
  - 20 minutes of Modeled and Independent Reading
  - 20 minutes of Instructional Software
- 10 minutes of Whole-Group Wrap-Up
- 30 minutes of 100 Book Challenge



## Formal Assessments



SRI is an adaptive computer test that assesses reading comprehension. As a student takes the test, the program “adapts” to the student’s ability, adjusting the level of each question to arrive at an accurate Lexile score. The Lexile score determines the reading ability of the student and allows the teacher and student to monitor reading growth throughout the school year.

SRI test items do not require prior knowledge of ideas outside the passage, do not test on vocabulary taken out of context, and do not require formal logic. SRI derives its question bank from authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas.

In SRI, student scores are more cumulative than they are discrete. The starting point for each subsequent test is determined by the student’s previous performance. Therefore, the first test is key, and the accuracy of the first test must be ensured.

The SRI given at the beginning of the school year is used to place each student in the appropriate READ 180 level. The results are also used to form initial groups for small-group rotations.

The SRI is administered approximately five times a year. Please click the link below to access the current READ 180 SRI dates. It is imperative to adhere to the district’s predetermined SRI administration schedule.

[..\2011-2012\R180 Implementation Calendar 11.12.docx](#)

## rSkills Tests

READ 180 rSkills Tests are curriculum-based assessments that are aligned to the READ 180 rBook. Each test assesses students’ ability to demonstrate an understanding of specific reading skills. The tests are designed to monitor content progress and support instruction. There are two forms of each test - one with below grade-level comprehension passages and one with grade-level comprehension passages.



## Reading Counts Quizzes

Each time students finish reading a book independently, they log in to the Scholastic Reading Counts! Software and take a quiz about what they read. From there teachers can use the Scholastic Reading Counts! scores to:

- monitor independent reading progress over time
- evaluate progress toward independent reading goals
- ensure that students are reading books at the appropriate level
- track quiz success rates and words read
- identify issues students may be having with quizzes
- learn what books students enjoy reading
- share students' progress with parents, and
- celebrate reading growth and achievement

### Workshop Wrap-up

At the end of each Workshop students take a Workshop assessment. There is a balance of questions, from literal to higher-level thinking, which assess student success with the targeted comprehension skills and vocabulary. Students also gain practice with open-ended responses that are commonly found on standardized tests.

## Informal Assessments

Throughout the course of a Workshop there are many informal assessments which include:

- **Teacher observation**
- **Developmental checklists**
  - These are checklists or surveys to note behavior during a learning task
- **Student Portfolios**
  - A READ 180 portfolio is a collection of work and reports that reflect a student's progress and achievements. Suggested documents to include in a student's portfolio are:
    - READ 180 Student Diagnostic Reports
    - Topic Software Fluency Evaluations
    - READ 180 Student Segment Status
    - rSkills Tests Student Progress Reports
    - SRI Student Progress Reports
    - rBook Writing Focus final drafts and Scoring Guides
    - Reading Counts! Student Reading Reports
- **Self-Evaluation**
  - Self-evaluation with the use of a rubric can help students take an active role in their learning by encouraging them to reflect on their learning and think critically about their work.
- **Student Conferences**
  - Student conferences provide opportunities to track individual performance throughout the year and hear how students are experiencing the program. During conferences, some of the following points might be discussed:
    - Modeled and Independent Reading Progress
    - Reports about student's performance
    - rBook Workshops
    - Goal setting

## Entry and Exit Requirements



There are many factors that should be considered when selecting students to be placed in a READ 180 classroom to ensure their success in the program. Factors that should be considered are:

- District and State exams that indicate a student is reading below grade level.
- Teacher observation and assessment indicate that a student is reading below grade level and is in need of intervention.
- Students need to demonstrate the ability to follow directions, have self control, and work collaboratively and independently.
- A student's attendance record should be taken into consideration, as well. If a student is absent frequently, READ 180 may not be an effective intervention.



The following are factors that should be considered when assessing a students' readiness to move beyond the READ 180 classroom:

- Student can successfully read at or near grade level based upon SRI scores and other assessments.
- Student demonstrates ability to work independently and successfully in the READ 180 classroom.
- Student completes READ 180 Topic Software activities at 80% or higher.
- Student passes Scholastic Reading Counts! quizzes at 80% or higher.
- Student writing shows improvement in the rBook.
- Teacher observation of skills, motivation, attitude, and behavior.

## Professional Development

Professional development is a key component to successful implementation of READ 180. The Camden City School District is committed to on-going, job-embedded professional development for all READ 180 teachers. Scholastic consultants work collaboratively with READ 180 teachers on a monthly basis to enhance their repertoire of teaching skills and strategies.

The Camden City School District has adopted the following professional development model for READ 180:

- **Initial Training-** New READ 180 teachers participate in an intensive three day training during the summer that provides them with the all of the necessary materials and skills to begin their READ 180 teaching. Make up sessions are held at the beginning of the school year for any teacher who may have missed the summer training.
- **Refresher Training-** Experienced READ 180 Teachers participate in a one day refresher training during the month of September. This training reinforces implementation fidelity and allows teachers to share ideas and strategies that worked for them in the past.
- **Classroom Support Visits-** Scholastic consultants work directly with individual READ 180 teachers in the classroom for a 90 minute READ 180 block. During a classroom support visit the consultant models best practices in READ 180 instruction, teaches alongside the teacher, monitors the students use of the Instructional Software and Independent Reading Stations, reviews current student data with the teacher, and conducts a pre and post conference with the teacher to provide feedback and individualized professional development.
- **Articulation Meetings-** All READ 180 teachers participate in monthly READ 180 Articulation Meetings. Meeting topics are determined based on the classroom support visits and the needs of the teachers. The articulation meetings provide teachers with on-going professional development and opportunities to share ideas with other READ 180 teachers from within the district.
- **Administrative Training-** READ 180 Principals participate in professional development throughout the school year. Typically the focus of these trainings is to review district and school READ 180 data.

Principals and literacy coaches are encouraged to attend the classroom support visits. The Scholastic consultant is always available to meet and discuss READ 180 implementation.

## READ 180 Calendar of Events

A detailed READ 180 professional development calendar is issued to all principals and READ 180 teachers at the beginning of each school year. The calendar provides information about SRI administration, classroom support visits, articulation meetings, and any training sessions that will take place throughout the school year.

Please click the link below to access the current school year's READ 180 professional development calendar.

[..\2011-2012\R180 Implementation Calendar 11.12.docx](#)



## Useful Scholastic Achievement Manager (SAM) Reports for Teachers and Administrators



READ 180 is strongly grounded in data-driven instruction. The software-based READ 180 components collect and analyze powerful data that enable teachers to monitor progress and target instruction to meet students’ specific needs.

Teachers can access many of the READ 180 assessments through the Scholastic Achievement Manager (SAM). SAM is a computer based management and reporting system that gathers usage and performance data for the READ 180 Topic Software, rSkills Tests, Scholastic Reading Inventory (SRI), and Scholastic Reading Counts Quizzes (SRC!) and presents the data in easy-to-use reports.

The following chart represents key reports and timelines for generating.

Report	When to Run	What to Look For in the Report	Questions to Ask
READ 180 Reading Progress Report	Bi-weekly (can be run cumulatively or by set periods)	<ul style="list-style-type: none"> <li>• Sessions (days on the software): consistency of total session across the class</li> <li>• Average Session Length: 15-18 minutes</li> <li>• Sessions Per Segment (reading activities): between 5-10 (more for BR students)</li> <li>• Comprehension &amp; Vocabulary Scores: should be at least 70%</li> </ul>	<ul style="list-style-type: none"> <li>• What does the data tell you about how each of your students are performing on the software?</li> <li>• Why are certain students outside the range of expected performance?</li> <li>• When students’ data reflects that they are struggling with the software, what do you do to address that?</li> </ul>
SRI Growth Report	After each SRI administration	<ul style="list-style-type: none"> <li>• Students who gained more than 140 points for elementary, 70 points for middle, and 50 for high school (all of which = one year’s growth)</li> <li>• Students who are showing reading gains</li> <li>• Students who are no longer BR students (above 200 Lexiles)</li> <li>• Students whose SRI scores</li> </ul>	<ul style="list-style-type: none"> <li>• What did you do with each student to prepare for the assessment?</li> <li>• How many students showed gains? What are you doing to continue moving students’ reading levels up?</li> </ul>

Report	When to Run	What to Look For in the Report	Questions to Ask
		<p>dropped more than 20 Lexile points</p>	<ul style="list-style-type: none"> <li>When you look at students whose scores decreased by more than 20 Lexile points, can you explain what caused the drop in score and what would be your instructional next steps?</li> </ul>
Reading Counts! Books Read Report	Monthly	<ul style="list-style-type: none"> <li>Average Lexile of books read should be with approximately 100 points of student's Lexile score</li> <li>Students should be consistently reading books throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>How many students are not reading books at the appropriate level? What are you doing to match books to readers?</li> <li>What reading expectations are you setting for your classes and how many of the students on this report are reaching those expectations?</li> <li>What happens when students do not meet your reading expectations? What happens when they do?</li> </ul>
READ 180 Comprehension Skills Report	Monthly	<ul style="list-style-type: none"> <li>Students who are "flagged" for having less than 70% mastery on a particular reading skill</li> <li>Skills that have a high number of students who are not proficient (less than 70% mastery)</li> <li>Total number of students struggling with a particular reading skill- skills that have been directly taught during Whole Group/Small Group should show fewer students struggling to master them</li> </ul>	<ul style="list-style-type: none"> <li>What are some ways you use this data to maximize your instruction?</li> <li>What are you doing to help re-teach the reading skills where the most students are struggling?</li> <li>How does this report inform how you will plan for differentiated instruction?</li> </ul>
SRI Intervention Grouping Report	After each SRI administration	<ul style="list-style-type: none"> <li>Students moving from one proficiency band to the next on subsequent SRI tests</li> </ul>	<ul style="list-style-type: none"> <li>When is the last time you re-grouped your students and how are they currently grouped?</li> </ul>

Report	When to Run	What to Look For in the Report	Questions to Ask
			<ul style="list-style-type: none"> <li>• How did this information factor into how you group your students?</li> <li>• How is your classroom helping these students move up in to higher reading proficiency bands?</li> </ul>
<p>rSkills Summary Skills Report</p>	<p>Approximately quarterly or by semester (depending of rBook pacing)</p> <p>Administered after every 2 Workshops in rBook</p>	<ul style="list-style-type: none"> <li>• Average scores at least 70% mastery</li> <li>• Reports for both versions of the test (Version A and Version B) should be included</li> </ul>	<ul style="list-style-type: none"> <li>• How do you use this data to make instructional decisions?</li> <li>• What trends did you notice about your teaching and /or your students; ability to master the skills you taught during Whole Group and Small group? How will that inform your upcoming instruction?</li> <li>• How did you determine which students received each version of the test and how do the results from each version impact your instruction?</li> </ul>



## Glossary

**Exit Slips-** a writing activity to assess comprehension and reflect on the students' Read 180 experience

**Lexile-** a unit of measurement for determining text difficulty and students' reading level, using the same scale. Students in *READ 180* are grouped by their Lexile measures. Students' Lexiles may be determined by administering the Scholastic Reading Inventory test. When students read a text that matches their Lexile, they experience 75 percent comprehension.

**Quickwrites-** exercises related to *Modeled and Independent Reading and the Topic Software* that support the instruction of expository, narrative, and descriptive writing.

**rBook-** a consumable interactive textbook.

**Red Routines-** structured engagement routines designed to engage all learners (Idea Wave, Think-Write-Pair Share, and Numbered Heads).

**RDI-** Resources for Differentiated Instruction provide the teacher with the ideas for reading, writing and grammar.

**Scholastic Trouble Tracker-** Scholastic designated technology assistance completed by the school based Technology Coordinator in response to software or hardware issue.